



THE INFLUENCE OF GRAMMAR AND VOCABULARY MASTERY TOWARDS STUDENTS' RECOUNT WRITING TEXT

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Abstract:

The purpose of this research was to determine the influence of grammar and vocabulary mastery during learning process towards students' recount writing text, the influence of grammar mastery towards students' recount writing text, and the influence of vocabulary mastery towards students' recount writing text. The total sample of this research is 100 students by using samole – random – sampling. This research conducted at Private Vocational Schools in Cirebon, namely SMK Mandiri and SMK Bakti Persada. To collect the data, the students were given 50 questions about grammar in the multiple choice and for vocabulary mastery the students were also given 50 questions about vocabulary. The result of this research indicated that: 1) There are significant influence of grammar and vocabulary mastery towards students' recount writing skill at private vocational school in Cirebon Regency. It is proved by the Sig $0.000 < 0.05$ and the value of $F_o = 94.129$. 2) There is a significant influence of grammar mastery towards students' recount writing skill at private vocational school in Cirebon Regency. It is proved by the Sig $0.000 < 0.05$ and the value of $t_o = 2.498$. 3) There is a significant influence of vocabulary mastery towards students' recount writing skill at private vocational school in Cirebon Regency. It is proved by the Sig $0.000 < 0.05$ and the value of $t_o = 10.792$. It can be said that the students' recount writing skills at private vocational school in Cirebon regency is significantly influence by grammar and vocabulary mastery.

Keywords: Grammar Mastery, Vocabulary Mastery, Recount Writing Text.

Introduction

Nowadays, English is the language most widely use in the world society. Nevertheless English is an international language, formally or informally in parts of societies in many countries (Gramley, Gramley, & Pätzold, 2020). English become one of the important subject in all levels of school in Indonesia (Radita, Muttaqqin, & Irawan, 2024). In the modern era, almost all the occupation related to English as the basic of communication. English consists of listening, speaking, reading, and writing (Gkomptzia, 2024). Writing is one of the most common way to communicate. People can delivered ideas, thought, feeling through writing.

Alexander LG (2000) stated that four basic language skills are Listening, Speaking, Reading and Writing. In his book he also said that the most important of all basic language skills are speaking and writing. "Speaking and writing are the most important of these skills, since to some extent they presuppose the other two". In this section, the researcher focuses on writing skill. Writing is one of the language skills that should be taught besides the other skills. Writing is the most difficult of language skills. It requires complex thinking. In writing process we always involve thinking skill and creative skill. So, to learn writing skill may not be easy, that is way there are some problems faced by the students in writing activities according to the researchers' experience. Actually there are some media that can be used to share feeling and idea in writing skill almost in every school in Indonesia such as descriptive text, narrative text, procedure text, report text, recount text and etc.

According to Hyland (2019) who said that, "recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining." Recount text is one of subject – sections taught in writing. It is kind of texts that retell the past event or experience which the purpose to inform or entertain the reader. Recount text tells about events in the past which the even are written in a chronological order. Recount text consist of three elements. The first is orientation which inform the participants, place and the time event took place. Second, recount text is events which describes the series that happened in the past. The third, recount text is reorientation which states the personal remarks or comment of the writer. Unfortunately, the students have difficulties at telling their experience. Writing is difficult for them because their lack of vocabulary and grammatical system. It means that the learners have not been successful yet, some students still have a problem with their writing after learning English for years (Budjalemba & Listyani, 2020).

Field (2009) stated "the organization of language is known as grammar." Grammar is a method or system communication which is used by human in spoken or written language. The competency in using English is also very influenced by capability in understanding and implementing grammar. Besides the grammar mastery, there is another factor which also influences by the students' ability in writing recount text, it is vocabulary mastery. Mastering vocabularies is one of the key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph. Vocabulary is the most important thing for students in the learning, mastering language process, "vocabulary was one of the most important aspects for foreign language" (Richards & Schmidt, 2013). Richards and Rendya (2013) stated that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write." It means that vocabulary plays the most basic and important role in all aspects of English skills: speaking, listening,

reading and writing. By mastering the vocabulary, the students will be able to express their feeling, knowledge and idea (Amalia, 2017).

Due to such condition above, it is necessary for students, particularly students in the Vocational high school level, to know and understand the language elements of recount text. Based on the explanation above, so the researcher takes a research entitled “The Influence of Grammar and Vocabulary Mastery Towards Students’ Recount Writing Skills (Survey at Private Vocational High School in Cirebon Regency)”.

Research Method

This research is a quantitative. This research was conducted by using descriptive correlation method, descriptive method is used to describe the present behavior or characteristic of a particular population. This research conducted at Private Vocational Schools in Cirebon, namely SMK Mandiri and SMK Bakti Persada. This research had been implemented in the second semester of academic year 2022/2023. Precisely from March – May 2023. Population in this research is Private Vocational School grade tenth in Cirebon. According to Nugroho (2018) Furthermore, Frankel and Norman (2012) find out that the population is the larger group to which one hopes to apply the result. In the world, it is the group of interest to the researcher, to whom the researcher would like to generalize the result of the study. Arikunto (2010), also said that sample is a part or representation of population researched. Based on the theory above, total sample of this research is 100 students. Determination of 100 students as respondents / samples of this research by using a simple – random – sampling. To collect the data, the students were given 50 questions about grammar in the multiple choice form. For Vocabulary mastery, the students were also given 50 questions about vocabulary. There are three variables in this research which consist of dependent and independent variables. They are writing skills in recount text as the dependent variable (Y), grammar mastery (X1), and vocabulary mastery (X2) as independent variables.

Result and Discussion

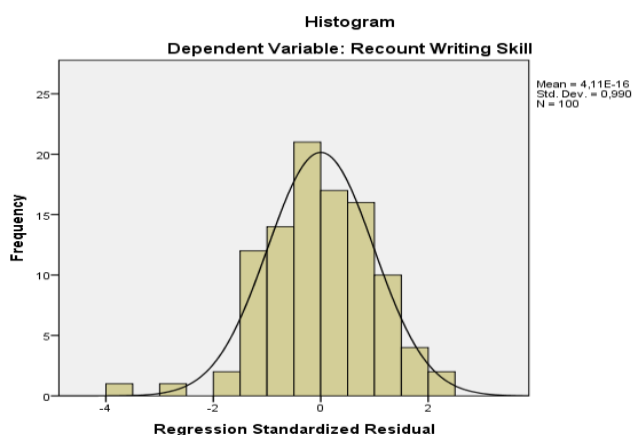
This research was attempt to see how extent the influence of grammar and vocabulary mastery towards students’ recount writing skill (Puspitaloka, 2019). In this research the data of writing skill in recount text was obtained 100 students as the sample. Based on the following table, the minimum score is 61, the maximum score is 90, the mean is (the score at the center distribution) 75.02, the mode (the most frequently score in the data set) is 76 and the standard deviation is 5.614.

Table 1 the data description of Writing Skill in Recount Text

	Recount Writing Skill
Valid	100
Missing	0
Mean	75.02

Median	76.00
Mode	76
Std. Deviation	5.614
Skewness	-.024
Std. Error of Skewness	.241
Kurtosis	1.300
Std. Error of Kurtosis	.478
Minimum	61
Maximum	90

From the calculation above, it can be said students' writing skill in recount text at the private vocational school in Cirebon Regency is good enough, it is indicated by the mean score which is 75.02. Furthermore, to know it clearly, the data description is drawn into histogram.



Picture 1 The Histogram and Polygon of Recount Writing Skill.

From the histogram above as well as the polygon frequency, it can be concluded that the data score of students' writing skill in recount text at the private vocational schools in Cirebon Regency has normal distribution.

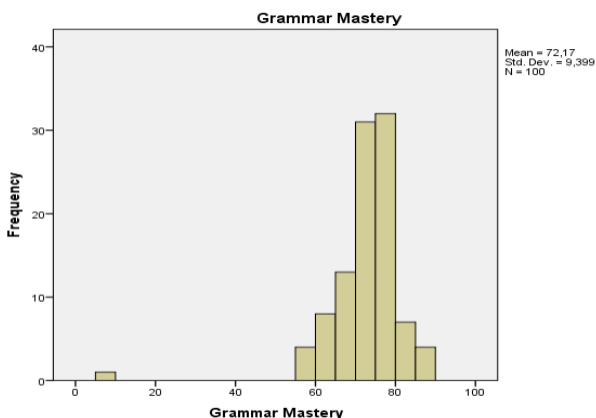
The data of grammar mastery was obtained from 100 students as the sample, there are 50 questions as the instrument of grammar mastery. Based on the following table, the minimum score is 58, the maximum score is 88, the mean is 72.17, the median is 74.00, the mode is 76 while the standard deviation is 6.729.

Table 2 the data description of Grammar Mastery

	Grammar Mastery
Valid	100
Missing	0
Mean	72.17
Median	74.00

Mode	76
Std. Deviation	6.729
Skewness	-3.424
Std. Error of Skewness	.241
Kurtosis	22.537
Std. Error of Kurtosis	.478
Minimum	58
Maximum	88

From the calculation above, it can be said that students' grammar mastery at Private Vocational High School in Cirebon Regency is good enough. It is indicated by the mean score which is 72.17. Furthermore, to know it clearly, the data description is drawn into the following histogram:



Picture 2 The Histogram and Polygon of Grammar Mastery

From the histogram above, it can be concluded that the data score of students' grammar mastery at the private vocational schools in Cirebon Regency has normal distribution.

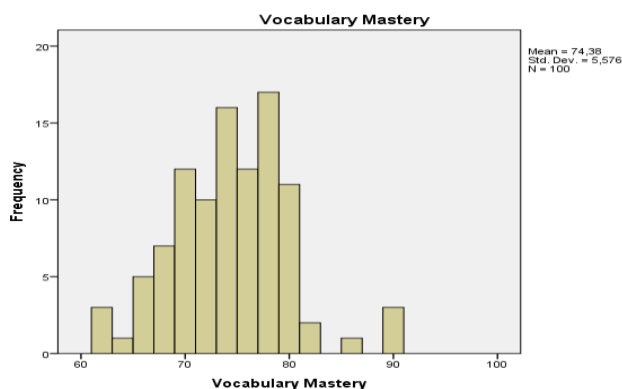
The data of vocabulary mastery was obtained from 100 students as the sample, there are 50 questions given as the instrument of vocabulary mastery. Based on the following table the minimum score is 62, the maximum score is 90, the mean is 74.38, the median is 74.00, the mode is 78 and the standard deviation is 5.576.

Table 3 the data description of Vocabulary Mastery

	Vocabulary Mastery
Valid	100
Missing	0
Mean	74.38
Median	74.00
Mode	78

Std. Deviation	5.576
Skewness	.237
Std. Error of Skewness	.241
Kurtosis	.690
Std. Error of Kurtosis	.478
Minimum	62
Maximum	90

From the data calculation above, it can be said that the students' vocabulary mastery at private vocational school in Cirebon regency is good enough. It can be seen by at the mean score which is 74.38. Furthermore, to know it clearly, the data description is drawn into the following histogram:



Picture 3 The Histogram and Polygon of Vocabulary Mastery

From the above histogram and polygon frequency, it can be concluded that the data score of students' vocabulary mastery at the private vocational school in Cirebon Regency has a normal distribution.

From the table 4, the score of $F_{\text{observed}} = 112.291$ and $\text{Sig } 0.000 < 0.05$ $F_0 = 94.129$ which mean that there are any significant influence of grammar and vocabulary mastery towards students' recount writing skill.

Table 4 The influence of grammar mastery (X1) and vocabulary mastery (X2) towards students' recount writing skill (Y)

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2059.037	2	1029.519	94.129	.000 ^b
1 Residual	1060.923	97	10.937		
Total	3119.960	99			

Dependent variable: recount writing skill

Predictors: (constant), vocabulary mastery, grammar mastery

From the table 5 above, double regression line equation of $Y = 13.803 + 100 X_1 + 0.726 X_2$. It means that every increase of 1 score of grammar mastery can improve the writing skill in recount text for 0.100 and every increase of 1 score of vocabulary improves the writing skill in recount text for 0.726.

Table 5 The influence of grammar mastery (X1) and vocabulary mastery (X2) towards students' recount writing skill (Y)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	13.803	4.481		3.080	.003
1 Grammar Mastery	.100	.040	.314	2.498	.014
Vocabulary Mastery	.726	.067	.608	10.792	.000

Dependent Variable: Recount Writing Skill

As stated in introduction, writing is the expression of ideas in the form of letters, symbols, or words writing. Writing is the way to sharing ideas, feeling, desire and experiences to the others in written form. In conclusion, the two independent variables of grammar mastery (X1) and vocabulary mastery (X2) have given influence significantly towards the increase of students' recount writing skill at private vocational school in Cirebon Regency.

There are some aspects that must be mastered to produce a good writing. One of the students need to master grammar. Grammar can not be ignored in doing thing through language. Grammar is one of the components in language that must be learnt by students to improve their writing skill since they should write correctly, by writing grammar correctly the students wiil enable the readers to understand what they write. Moreover, they can also avoid misunderstanding.

The other component that need to be mastered by produced a good writing is student need to choose the right vocabulary mastery. Vocabulary plays an impotant role in learning English, by knowing many vocabularies, students can easily master the four skills: listening, speaking, reading and writing. This support by Watkins in Thornburry (2022) who stated "without knowing the vocabulay, learners will have difficulties in understanding what they read, hear and write." In writing skill, knowing many words students will be easier to express their feeling and idea in writing easily (Ruman,

2021). Besides, the students will be easy to choose and use appropriate words contextually when they write in English.

Conclusion

Based on the result of the discussion, some conclusion are obtained as follow:

1. There are significant influence of grammar and vocabulary mastery towards students' recount writing skill at private vocational school in Cirebon Regency. It is proved by the Sig $0.000 < 0.05$ and the value of $F_o = 94.129$.
2. There is a significant influence of grammar mastery towards students' recount writing skill at private vocational school in Cirebon Regency. It is proved by the Sig $0.000 < 0.05$ and the value of $t_o = 2.498$.
3. There is a significant influence of vocabulary mastery towards students' recount writing skill at private vocational school in Cirebon Regency. It is proved by the Sig $0.000 < 0.05$ and the value of $t_o = 10.792$.

From the data above, it can be said that the students' recount writing skills at private vocational school in Cirebon Regency is significantly influence by grammar and vocabulary mastery, where the stronger influence is giving by vocabulary mastery.

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